

Blacklaw Primary School



Learning and Teaching Guidelines

September 2015

Guidelines to be reviewed by September 2018

*The Curriculum for Excellence aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work. This is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The experiences and outcomes are a set of statements, which describe the expectations for learning and progression for each of the eight curriculum areas. The title ‘experiences and outcomes’ recognises the importance of the quality and nature of the learning **experience** in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An **outcome** represents what is to be achieved.*

Education Scotland 2012

Rationale

In Blacklaw Primary we strive to provide a curriculum, which engages all learners effectively and develops the four capacities within each individual. We understand the importance of developing the way pupils feel about themselves and the world in which we live, as well as providing opportunities to acquire core skills. As individuals do not all learn in the same way, it is vital that teachers use a wide range of teaching styles. Children learn through teaching which is interactive and dynamic. It is also important that teachers hold high and consistent expectations building from relationships, which are supportive and nurturing.

Aims

A wide range of planned approaches to learning and teaching should be utilized. Approaches should:

- Be engaging and active
- Set challenging goals
- Have shared expectations and standards
- Be timely and include accurate feedback
- Identify learning intentions, success criteria and opportunities for personal learning
- Be collaborative
- Reflect the way different learners progress

Children adopt a positive attitude to school and their own well being to enable them to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Context and Content

Curriculum design should consider:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Wide ranging advice and examples of good practice is available on the Education Scotland website. The school's guidelines and procedures for assessment can be found in the assessment guidelines.

Responsibilities

Planning

Assessment of learning should begin at the planning stage. Plans should be responsive and involve all learners.

Forward plans will be drawn up for each class on a 3 block basis considering:

- Learning through discrete subjects;
- Interdisciplinary learning;
- Literacy and Numeracy across Learning;
- Opportunities to contribute to the Ethos and Life of the School;
- Opportunities for Personal Achievement;
- Developing the Four Capacities.

and in more specific detail on a daily basis.

Block plans will be shared with the HT, and feedback provided via professional dialogue.

Daily diaries should be kept at least one day in advance to provide continuity for the class in the case of staff absence.

The Teaching Process

When teaching, teachers will;

- ensure the focus is on planned learning outcomes;
- learning outcomes are shared with senior staff and other staff, including Pupil Support Assistants and visiting specialists, where appropriate;
- learning outcomes are shared with pupils, and parents if appropriate.

Teachers will encourage learners to face new challenges with confidence by:

- praising success and effort to succeed;
- providing opportunities to reflect on learning;
- having high expectations;
- valuing and encouraging pupil contribution.

Teachers will build on the previous learning of pupils taking account of and correcting any misunderstandings ensuring that:

- explanations are clear and pitched at an appropriate level;
- questions are effective and responses listened to;
- a range of questioning techniques are used, including those which require creative thinking.

In order to best support the needs of learners, it is important that a wide range of teaching approaches are used.

- encouraging each pupil to think, act and learn independently;
- encourage learners to collaborate in order to deepen learning;
- value learning styles and provide opportunities to succeed;
- use formative assessment to improve learning;
- be aware that difficulties may be caused by a teaching approach being used and modify it;
- provide a range of relevant contexts;
- offer a variety of teaching approaches, including experiential, investigative and pupil led;
- encourage creativity and thinking skills;
- make use of the outdoor environment, enterprise.

Pupils' Learning Experiences

- The class should be a stimulating and attractive learning environment and other areas of the school should be used to stimulate learning;
- Pupils should be encouraged to work independently and without close supervision;
- Account of pupil engagement should influence the pace of learning. Assessment and pupil performance evidence should be used to accelerate learning if pupils are underachieving. Support should be offered and pace slowed if pupils are unable to keep pace with the planned learning outcomes;
- Pupils should be encouraged to take responsibility for their own learning, and given opportunities to do so;
- Pupils should be encouraged to work with others collaboratively. A group will produce better results than an individual, and all individuals should be given opportunities to do so.

Meeting Pupils' Needs

In order to ensure the needs of all pupils are being met:

- Tasks and activities should be matched to the ability of pupils
- Appropriate resources should be selected
- Pupils experiencing difficulties should be referred to the Learning Support Coordinator/Head Teacher

Resources

Appropriate core resources are available in school. As budget permits, new resources to extend curricular programmes will be purchased, and teachers should inform the Head Teacher of their requirements. Additional resources can be borrowed from the Educational Resource Service at South Lanarkshire Council.

Record Keeping

Plans should be submitted on agreed dates. Additional Support Plans should be completed as described in Operating Procedure A28.

Evaluation

Learning and teaching within Blacklaw Primary School should continue to be mostly very good. Pupils should continue to make progress throughout the school, and should show increased levels of confidence and achievement as they benefit from the range of learning experiences offered.

Review

These guidelines should be reviewed as part of the school's cycle of self-evaluation, or in line with National or South Lanarkshire Council advice. These guidelines has been reviewed to ensure no person from a protected group will be disadvantaged in any way, and to ensure it complies with Equalities legislation.